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ABSTRACT

The selected bibliography of programs for speech handicapped children contains approximately 60 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts) how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1963 through 1972. (MC)

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SPEECH HANDICAPPED–PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 626

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 816

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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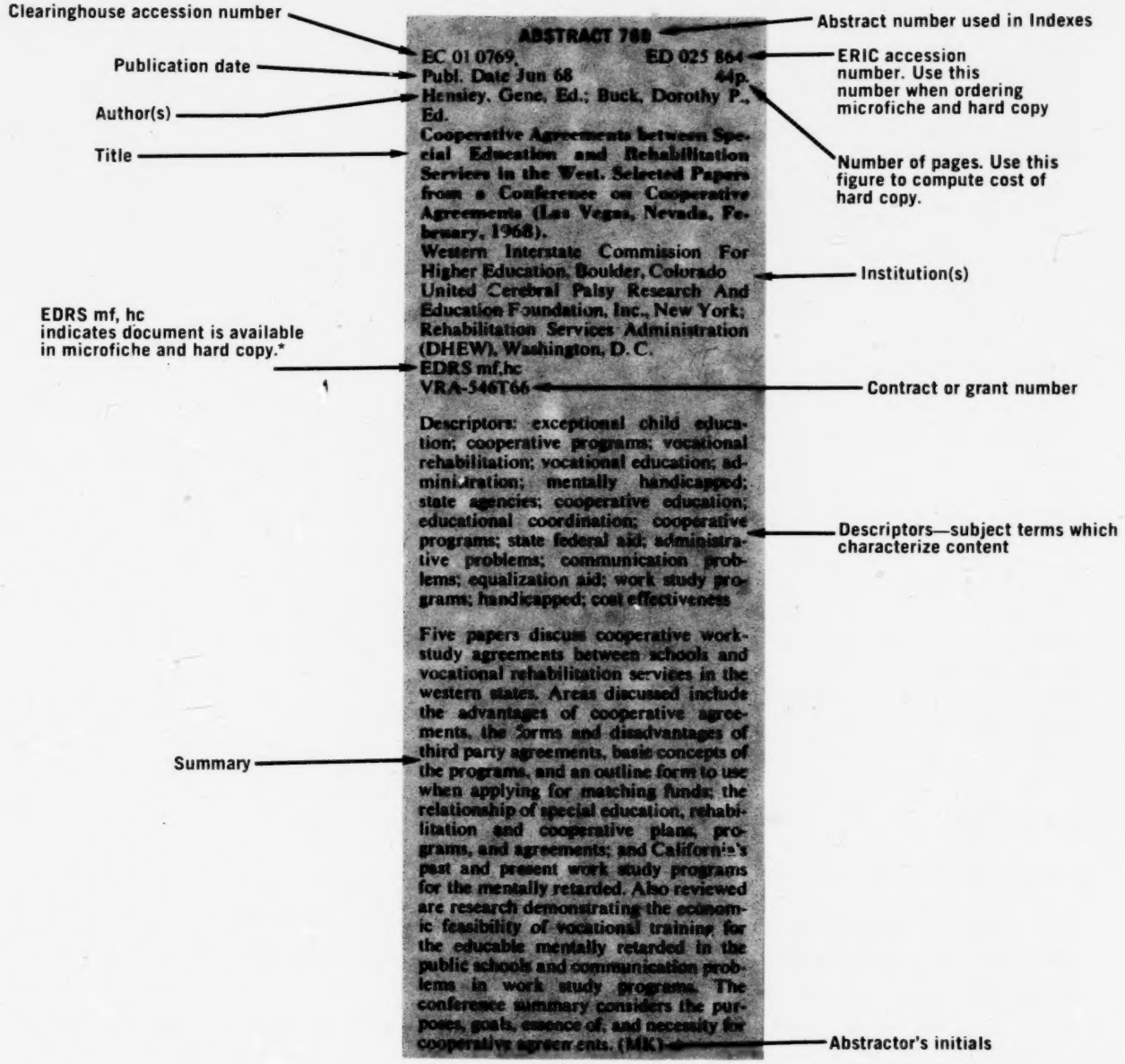
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ABSTRACT 788
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Speech Handicapped-Programs* from the Center's computer file of abstracts are listed alphabetically below:

Aphasia
Cleft Lip
Cleft Palate
Educational Programs
Language Handicapped
Program Budgeting
Program Coordination
Program Costs
Program Descriptions
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Planning
Program Proposals
Retarded Speech Development
Speech
Speech Clinics
Speech Education
Speech Evaluation
Speech Habits
Speech Handicapped
Speech Handicaps
Speech Instruction
Speech Pathology
Speech Tests
Speech Therapy
Stuttering

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

ASHA, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Journal of Special Education, 3515 Woodhaven Road, Philadelphia, Pa. 19154

Journal of Speech and Hearing Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Rehabilitation Literature, National Easter Seal Society for Crippled Children and Adults, 2030 West Ogden Avenue, Chicago, Ill. 60612

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10022

EC 01 0022 ED 011 154
Publ. Date 66 26p.
MacLearie, Elizabeth G.; Gross, F. P.
Experimental Programs for Intensive Cycle Scheduling of Speech and Hearing Therapy Classes.
Ohio Dept. of Education, Columbus. Div. of Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; speech therapy; articulation (speech); experimental programs; speech handicaps; program development; speech improvement; program evaluation; program improvement; scheduling; Columbus

Surveys of professional literature indicated that intensive cycle scheduling for speech and hearing therapy might yield better results than more traditional methods. Experimental programs using this new method were established in five school systems as a field test of efficiency. The four years of research in intensive cycle scheduling in these five systems resulted in several revisions in program standards presented to the State Board of Education. Each of the five studies is reported briefly with the advantages summarized and suggestions made about the length and nature of the intensive cycle scheduling of speech and hearing therapy. (DF)

ABSTRACT 10025

EC 01 0025 ED 011 156
Publ. Date 65 35p.
Arkansas Guide for Public School Speech Therapy.
Arkansas Dept. of Education, Little Rock. Spec. Educ. Div.
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; administration; speech therapy; state programs; speech therapists; program guides; program administration; administrator responsibility; records (forms); program development; speech handicaps; identification; certification; program planning; personnel; teacher role; administrator role; staff role

These guidelines for planning, developing, and administering speech therapy programs in the public schools described the responsibilities of the administrative personnel in establishing, supervising, and providing proper equipment for a public school speech therapy program. The roles of the state supervisor, the school principal, and the classroom teacher are define. A guide for the speech therapist and sample forms for referrals, reports, and case histories are included. (CG)

ABSTRACT 10080

EC 01 0080 ED 012 134
Publ. Date 20 Jan 67 7p.
White, Frazer D.; Bensen, Jack F.
Comprehensive Evaluative Techniques for the Child with a Cleft Palate.
South Florida Cleft Palate Clinic, Miami
Department of H.E.W., Washington, D. C., Dent. Res. Inst.
EDRS mf,hc

Descriptors: exceptional child services; speech handicapped; cleft palate; evaluation techniques; speech handicaps; clinical diagnosis; speech therapy; speech evaluation; program descriptions; speech clinics; Bzoch Diagnostic Articulation Test

A multidisciplinary approach to children with cleft palates is described. The Cleft Palate Clinic, representing nine professional specialties, meets weekly to see six or seven cases. Speech performance is recorded on six diagnostic, data collecting forms which provide a basis for recording clinical judgments. Prognosis and recommendations are made. The speech development sequence postulated by Dr. Kenneth Bzoch is used as the model for evaluation of cleft palate speech at the clinic. (EB)

ABSTRACT 10083

EC 01 0083 ED N.A.
Publ. Date 63
McGinnis, Mildred A.
Aphasic Children, Identification and Education by the Association Method.
Central Inst. for Deaf, St. Louis, Mo., Div. Speech Cor.
EDRS not available

Descriptors: exceptional child education; learning disabilities; language; teaching methods; aphasia; language development; language instruction; case studies (education); children; educational programs; language ability; language handicapped; language handicaps; language programs; multiply handicapped; receptive language; retarded speech development; teaching guides; teaching methods; written language; expressive language; identification; instructional programs; associative method of teaching

This book is designed to define aphasia and its characteristics, to present a procedure for teaching language to aphasic children, and to apply this procedure to elementary school subjects. Other handicapping conditions which complicate the diagnosis of aphasia are presented by means of case studies. Characteristics of two types of aphasia--congenital motor or expressive aphasia and congenital sensory or receptive aphasia--are described and illustrated. The association method of teaching is presented in detail. The use of sight, sound, and kinesthesis is explained. The curriculum is divided into three language units of increasing complexity, and goals and activities of each unit are described. Also discussed are correlative programs designed to develop attention, Writing skills, number concepts, articulation of speech elements, illustrations, and a case history index are included. This dument was published by the Alexander Graham Bell Assn. for the Deaf, Inc., the Volta Bureau, Washington, D.C., and is available for $7.95. (HK)

ABSTRACT 10108

EC 01 0108 ED 012 990
Publ. Date 1 Apr 67 11p.
Fearon, Ross E.
Guidelines for Speech Therapy in the Public School.
Farmington State College, Maine
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; administration; speech therapy; speech therapists; program planning; public schools; speech handicaps; program descriptions; scheduling; parent role; physical facilities; shool services; guidelines

Prepared for public school personnel, this booklet uses a question-answer format to explain public school speech and hearing services. Speech disorders and speech therapy are defined. The need forthe services of the speech and hearing specialist and classroom speech improvement programs in the public schools is discussed. An outline suggests how a program might function, including information on the case load, parental role, scheduling, and physical requirements of the speech room. This document is the Special Education Bulletin of Farmington State College, Volume 4, Number 5c April 1, 1967. (JD)

ABSTRACT 10116

EC 01 0116 ED 017 089
Publ. Date Sep 63 50p.
Clopper, Donald
Exceptional Children, Administrative Guide for Speech Correction Programs in Local School Districts.
EDRS mf,hc

Descriptors: exceptional child education; speech therapy; administration; speech handicapped; administrator guides; speech therapists; administrator responsibility; certification; children; parent responsibility; program development; public schools; referral; records (forms); school districts; special classes; teacher responsibility; guidelines; program administration; Frankfort

This bulletin lists guidelines for developing and administering a speech correction program, with emphasis on the rea ationships between the following agencies--state department of education, local school district, speech correctionist, classroom teacher, and parent. The responsibilities and functions of the state department of education are defined. The duties of the local school superintendent,

principal, and supervisors are discussed. The responsibility of the speech correctionist in the following areas is discussed--(1) locating and testing children, (2) selection of cases, (3) grouping, (4) scheduling, (5) facilities and equipment, (6) records and reports, and (7) professional status. The roles of classroom teachers and parents are outlined. The next section of the bulletin lists referral agencies in Kentucky which may assist the speech correction program. There is a 45-item bibliography on references and sources of materials. Appendixes include information on teacher certification, criteria for approval of classroom units, and sample record and report forms. This document is the Commonwealth of Kentucky Educational Bulletin, volume 31, number 9. (AB)

ABSTRACT 10230

EC 01 0230 ED 018 917
Publ. Date Oct 67 95p.
New Techniques in Diagnosis and Appraisal and Implication for Therapy for All Public School Children with Communication Disorders, Proceedings of a Special Study Institute (Montgomery, Alabama, October 4-6, 1967).

Alabama State Dept. Education, Montgomery
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; speech therapy; identification; children; public schools; clinical diagnosis; school services; communication problems; speech therapists; reading achievement; medical treatment; interdisciplinary approach; speech evaluation; speech pathology; language handicapped; school responsibility; administration; program planning

In October 1967, a special study institute, sponsored by the Alabama State Department of Education, convened for the purposes of (1) discussing the most efficacious means of speech therapy program organization, (2) exploring new techniques of speech problem identification, prognosis determination, and therapeutic sequence development, and (3) studying the role of the speech therapist in relation to the total public school program. Remarks by Lucy Whitley concern the PTA's Role in Assisting Schools in Providing Services to Children with Communication Problems. The following papers are presented--(1) The Responsibility of Public Schools in Providing Services to Children with Communication Problems by W.W. Elliott, (2) Techniques in Diagnosis and Appraisal of Children with Communication Problems by Gretchen Phair, (3) Changing Concepts on Communication Problems--Implications for Therapy by Gretchen Phair, (4) The Role of the Speech Therapist in the Public Schools by Martha Black, (5) Some Medical Aspects of Speech Pathophysiology by William Daniel, Jr., (6) Communicologists in the Total Health Picture by Gwenyth R. Vaughn, and (7) Oral Architecture and Expression Potential by Joseph M. Sims. Summaries of two group sessions and a list of participants are included. (JB)

ABSTRACT 10231

EC 01 0231 ED 018 918
Publ. Date 67 77p.
Garbee, Frederick E.; Stark, Edward B.
The California Program for Speech and Hearing Handicapped School Children.
California State Dept. of Educ., Sacramento
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; language handicapped; aurally handicapped; state programs; speech therapy; hard of hearing; aphasia; speech therapists; speech instruction; specialists; special services; children; program planning; state departments of education; organization; special programs; public school systems; program guides; educational legislation; communication problems; verbal communication; individual needs; program administration; speech handicaps; California

Prepared for school administrators, consultants, teachers, speech and hearing therapists, and others concerned with educating communication handicapped children in California, the booklet offers help in planning speech and hearing programs. Discussion of the needs of the communication handicapped child covers a definition of communication disorders and the speech and hearing specialist's functions, qualifications, services, and relationship with the classroom teacher. Discussion of legal and professional foundations for a speech and hearing program include services of state consultants, responsibilities of superintendents, and financial support. Organizational considerations and objectives considered are identification and evaluation, number of specialists, case load selection, length and types of therapy sessions, coordinating services, record keeping, facilities, and summer programs. Responsibilities of administrators, teachers, therapists, and parents are outlined. Consideration is given to services for hard of hearing children (including a definition of the child and information on special educational services) and to programs for dysphasic children (including identification, diagnostic procedures, characteristics of the child, special program coordination, pupil placement and dismissal, the educational program, class size, evaluative procedures, and teacher functions and competencies). The appendix contains reprints of two papers on public school speech therapy, a classification of speech disorders, lists of credential requirements, accredited training centers, and California Educational Code regulations pertaining to speech and hearing therapy programs. Suggestions are made for reports and records, and a sample annual report of the speech and hearing specialist is included. A list of references and recommended readings is presented on each main topic, and an additional list of readings on meeting the speech and language needs of mentally retarded children appears in the appendix. (JB)

ABSTRACT 10253

EC 01 0253 ED 018 913
Publ. Date May 63 61p.
Weaver, John B.; Wollersheim, Janet P.
A Pilot Study Comparing the Block System and the Intermittent System of Scheduling Speech Correction Cases in the Public Schools.
Champaign Community Unit 4 Sch. Dist., Illinois
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; speech therapy; teaching methods; speech improvement; speech instruction; speech therapists; articulation (speech); program effectiveness; program evaluation; time blocks; school services; scheduling; pilot projects; Templin Darley Articulation Test; Illinois Typological Rating Scale

To determine the most efficient uses of the public school speech correctionist's skills and time, a study was undertaken to investigate the effectiveness of the intermittent system and the block system of scheduling speech cases. With the intermittent system the correctionist is assigned to a number of schools and generally sees children twice a week for 15 to 20 minutes. Under the block system children receive daily therapy for 3 to 6 weeks, and 1 day a week the correctionist returns to alternate schools for carryover or severe cases. The study hypothesized that articulation problems would show greater improvement with the block system, and that when articulation problems were viewed in terms of four severity groupings the block system would make greater gains. Two correctionists used the block system in five Champaign (Illinois) public elementary schools with 153 children, while four correctionists used the intermittent system in 13 schools with 243 children. None of the children was in orthopedic or mentally retarded classes. The Templin-Darley Articulation Test was administered at the opening and close of the school year, and the Illinois Typological Rating Scale with severity ratings from one to four was applied. When the two total groups were compared, speech gains of block system children were consistently and significantly greater than those of the children on the intermittent system (.01 level of confidence). Of the four severity groupings, one block system group, the second most severe, made speech gains of statistical significance (.01 level). School principals and most teachers who experienced both systems preferred the block system. Six tables, five references, and an appended score sheet are provided. (GD)

ABSTRACT 10457

EC 01 0457 ED 013 010
Publ. Date 64 54p.
Administrative Guide in Speech Correction.
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; speech therapy; administration; program planning; program administration; speech therapists; bibliographies; speech handicaps; children; administrator guides; certification; records (forms); instructional materials; rating scales; professional standards; facilities; Jefferson City; American Speech and Hearing Association

Written primarily for school superintendents, principals, speech clinicians, and supervisors, this guide outlines the mechanics of organizing and conducting speech correction activities in the public schools. It includes the requirements for certification of a speech clinician in Missouri and describes essential steps for the development of a speech correction program. Specifications for a speech correction room, all equipment, and supplies are presented. Professional organizations in which membership is recommended for the speech clinician are listed along with professional journals. A 152-item bibliography is grouped into sections on aphasia, articulation, cerebral palsy, cleft palate, hearing loss, stuttering, voice problems, and general speech references. Clinical and educational materials are listed. The appendix includes the requirements for the certification of clinical competence of the American Speech and Hearing Association, examples of report forms of rating scales, and a list of publishers. (GD)

ABSTRACT 10489

EC 01 0489 ED 011 150
Publ. Date Jul 65 7p.
Anderson, Jean L.
A Guide to the Establishment of a Speech and Hearing Program.
Indiana Dept. of Public Instruction, Indianapolis, Div. of Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; administration; program planning; speech therapy; speech handicaps; aurally handicapped; speech therapists; program guides; facilities; equipment; state aid; identification

The following steps necessary for establishing speech and hearing programs in Indiana are described--determine the need, prepare the community, learn about state regulations, secure a therapist, provide adequate facilities and equipment, secure consultative services, plan the program (including locating the children), and apply for state approval and reimbursement. Guidelines and consultant services are available from a state agency. (MK)

ABSTRACT 10913

EC 01 0913 ED 026 756
Publ. Date Sep 67 41p.
Rigrodsky, Seymour
Speech Therapy for Disadvantaged Pupils in Nonpublic Schools; Evaluation of New York City Title I Educational Projects, 1966-67.
Center for Urban Education, New York, New York, Committee on Field Research and Evaluation
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; speech therapy; speech therapists; program evaluation; disadvantaged youth; teaching effectiveness; teacher evaluation; identification; clinical diagnosis; screening tests; referral; administration; teaching load; teacher orientation; parent teacher conferences; regional programs; teaching methods; educational needs

A project was designed to provide therapy for disadvantaged children in New York City nonpublic schools who have the additional handicap of defective speech. Effectiveness of speech teachers in providing therapy services was evaluated. The measurements of effectiveness were determined from the following: trained speech pathologists' observation of the speech teachers and completion of an evaluative form, teachers' responses to a questionnaire assessing the therapy program, and an interview with the program administrators. A total of five trained speech pathologists visited 15 schools and interviewed 13 speech teachers; 30 of the 38 teachers completed the questionnaires. Recommendations included speech teachers' screening of all children in grades 3 to 7 using a clinical rating scale; administration of diagnostic tests to children being considered for therapy; definite referral procedures with coordination and followup; greater flexibility in therapy methods, particularly for older children; the establishment of regional supervisory centers; improvement and expansion of speech teachers' contacts with parents of children in therapy and with other school personnel; and continuation of the orientation program. (GD)

ABSTRACT 11186

EC 01 1186 ED 027 674
Publ. Date 67 131p.
Smaltz, Janet M., Ed.
Guides to Special Education in North Dakota. Volume III, Speech and Hearing Services in Public Schools.
North Dakota Department of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; speech therapy; aurally handicapped; state programs; speech handicapped; teaching methods; speech therapists; administration; teacher certification; records (forms); auditory evaluation; audiometric tests; hearing aids; equipment maintenance; parent involvement; health services; welfare services; clinical diagnosis; scheduling; facility requirements; program planning; identification; North Dakota

Guidelines are provided for the establishment and maintenance of public school speech and hearing programs. Administrative information covers planning the speech correction program, different types of programs, qualifications and responsibilities of clinicians, facilities for the programs, suggestions for supervisors, and state regulations and responsibilities. Organization of the speech correction program includes screening and evaluation, scheduling, group and individual therapy, parent contacts, and equipment and supplies. The program outline in hearing deals with identification audiometry, goals for the school-age child, periodicity of testing, personnel needs, record keeping, program evaluation, referral criteria, recommended minimum standards of environment and equipment frequencies to be tested, intensity levels, and maintenance of equipment. Test methodology is described, and information is included on use and maintenance of hearing aids. A final section discusses professional personnel liaison; parent role; health, welfare, and rehabilitation services; speech and hearing programs and schools; and community information projects. Administrative records and clinical forms, standards and information for clinicians, rules for operation and maintenance of equipment, suggestions for teachers and parents, a 10-item bibliography, and a list of three instructional materials are included. (JB)

ABSTRACT 11255

EC 01 1255 ED 026 799
Publ. Date Jan 68 304p.
Goldman, Ronald and Others
Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.
Vanderbilt University, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-2-3252-0450-6011
BR-6-2417

Descriptors: exceptional child education; speech handicapped; family (sociological unit); instructional materials; preschool children; articulation (speech); initial teaching alphabet; teaching methods; parent participation; workbooks; multisensory learning; auditory discrimination; speech therapy; visual discrimination; phonemics; synthesis; auditory training; phonetic analysis

Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

ABSTRACT 11308

EC 01 1308 ED 012 126
Publ. Date 64 78p.
MacLearie, Elizabeth G.
The Ohio Plan for Children with Speech and Hearing Problems.

Ohio Department of Education, Columbus, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; aurally handicapped; program planning; state programs; speech therapy; hearing therapy; administrator guides; state standards; program administration; program evaluation; state supervisors; speech therapists; hearing therapists; records (forms); certification; speech handicapped; qualifications; principals; teachers; student enrollment; standards; Ohio

Standards for the organization, administration, and evaluation of a school program for speech and hearing handicapped children have been adopted by the Ohio State Board of Education. Standards and the responsibilities are outlined for the state supervisor, the coordinator, the principal, the classroom teacher, and the speech and hearing therapist. The qualifications and certification requirements of speech and hearing therapists, as well as the therapists' relationships with school personnel and the community, are discussed. Guidelines for selection and scheduling of students, planning the instructional program, and records and reporting are presented. Lists of agencies in the field of speech and hearing are included as is the code of ethics of the Ohio Speech and Hearing Association. (FL)

ABSTRACT 20194

EC 02 0194 ED 031 862
Publ. Date Apr 68 27p.
Communication Disorders.
Council for Exceptional Children, Reston, Va.
EDRS mf
From CEC Selected Convention Papers From the Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; aurally handicapped; speech handicapped; conference reports; preschool children; program planning; stuttering; abstracts; environmental influences; vocabulary; speech therapists; primary education; teaching methods; attention control; articulation (speech)

Communication disorders presentations include the following: expectations of the teacher of the deaf for audiological and psychological services to the young deaf child by Doin E. Hicks; questions and answers on stuttering therapy by Frank J. Falck; the knowledge of words of a deaf child by Toby Silverman; and a comparative study of the modality and traditional treatment approaches to articulation therapy by Ann Carroll. An abstract on the employment environment by Stanley Ainsworth is given. A panel report on communication disorders, specifically attention, discusses a longitudinal study on the primary years by Vilma Falck and gives specific suggestions relevant to the use of language. The unit of reports is available on microfiche. (WW)

ABSTRACT 20780

EC 02 0780 ED 029 058
Publ. Date 67 66p.
Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists, September 6, 1966-June 16, 1967. Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division of Curriculum and Instruction
EDRS mf,hc

Descriptors: disadvantaged youth; exceptional child research; educable mentally handicapped; primary grades; program evaluation; retarded speech development; speech instruction; speech therapists; verbal development; language development; Ammons Quick Test; Elementary and Secondary Education Act Title I Program; Illinois Test of Psycholinguistic Abilities; Peabody Language Development Kit; Project Head Start; Project Speech and Language Development

The Speech and Language Development Project funded under ESEA Title I, designed to improve the verbal skills of economically disadvantaged children in the primary grades and later expanded to include older (7-13) educable mentally handicapped youth was used in the Milwaukee Public Schools. The 325 participants worked regularly with six speech therapists in groups of six to eight to improve their receptive and expressive language. A four-group experimental-control research design was used to evaluate that part of the project involving the primary-grade children; a two-group experimental design using the project group and a nonproject group was used to evaluate the project's success with the educable mentally handicapped students. A followup study was done of a random sample of Head Start students who had had previous language training. Evaluative data was collected from teachers, administrators, and therapists. Project therapists compiled a curriculum guide (EF)

ABSTRACT 20972

EC 02 0972 ED 033 512
Publ. Date May 68 180p.
The Utilization of Supportive Personnel in Speech Correction in the Public Schools.
Colorado State Department of Education, Denver
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; speech therapy; speech therapists; teacher aides; program evaluation; nonprofessional personnel; administration; standards; language development; speech evaluation; speech handicapped; aurally handicapped; auditory evaluation; teaching methods; teacher attitudes

A pilot program for supportive personnel in speech pathology and audiology began with 3 weeks of formal training. Ten speech aids then worked for 10 weeks in nine school districts. Speech correctionists evaluated the aids and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of 14 correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aids said they would like to continue their work. Speeches made to the trainees are presented and include the following: public school organization and administration; the role of the speech specialist; professional responsibilities and ethics; child growth, speech, and language development; the speech mechanism; disorders of speech and language and their evaluation and rehabilitation; the hearing mechanism; hearing disorders, evaluation, and rehabilitation; and identification audiometry. (RJ)

ABSTRACT 21101

EC 02 1101 ED 029 921
Publ. Date Nov 67 23p.
Fox, David J. and Others
Summer 1967 Clinics for Speech Handicapped Children. Evaluation of New York City Title I Educational Projects 1966-67.
Center for Urban Education, New York, New York, Committee on Field Research and Evaluation
New York City Board of Education, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child services; disadvantaged youth; federal programs; parent reaction; program effectiveness; program evaluation; questionnaires; speech handicapped; speech improvement; speech therapists; summer programs; speech therapy; Elementary and Secondary Education Act Title I; New York Ciy

Individualized and intensive daily therapy was provided to 870 New York City pupils with severe speech handicaps in this summer program funded by the Elementary and Secondary Education Act, Title I. The evaluation focuses on pupil's progress in correction of speech problems, the effectiveness of the clinical methods, the reactions of the staff and parents, and on the assessment of pupil attendance. Ratings by speech pathologists of pre- and post-program speech samples show improvement in more than one half of the students. Parents and teachers felt the program was successful. Average attendance approached 75%, considered more than satisfactory for a summer endeavor. Clinical methods were generally effective. In sum, the overall evaluation is positive and public funds were well spent. For an extensive description of ESEA Title I projects in New York, 1965-1968, see UD 007 904. (NH)

ABSTRACT 21743

EC 02 1743 ED 035 122
Publ. Date Apr 69 654p.
Coates, Nadine and Others
Characteristics of Children Receiving Speech and Hearing Service in Los Angeles Area Schools. Final Report.
Los Angeles County Superintendent of Schools Office, California
Office of Education (DHEW), Washington, D. C. Bureau of Research
EDRS mf,hc
OEG-0-8-070472-1732
BR-7-0472

Descriptors: exceptional child education; aurally handicapped; speech handicapped; language handicapped; speech therapy; hearing therapy; community programs; elementary grades; speech skills; speech pathology; hearing loss; statistical data; speech evaluation; auditory evaluation; hearing therapists; speech therapists; special services; conference reports; voice disorders; bilingual students; Los Angeles County; California

The characteristics of pupils receiving service in speech and hearing programs are presented in detail utilizing a newly developed standard case record. The evaluation of the strengths and weaknesses of the case record and the identification of areas in which school clinicians have difficulty obtaining information have been incorporated into the project. The description of the project is in three parts. Volume I contains the results of a workshop for participating districts. The workshop examined the project data, identified problem areas, reported on related research and considered the role of the speech and hearing specialist in educational services. Volume II contains detailed descriptions of pupils in the complete caseloads of 212 school clinicians in 39 school speech and hearing programs in 1966-67. Volume iII consists of the results of three studies of clinician agreement and reliability. The studies represent a first step toward identifying critical areas of disagreement in assessing oral communication skills. The volumes are bound together in the form of a final report. (Author/WW)

ABSTRACT 21768

EC 02 1768 ED 035 147
Publ. Date Aug 69 85p.
Harrison, Robert J.
A Demonstration Project of Speech Training for the Preschool Cleft Palate Child. Final Report.
Miami University, Coral Gables, Florida, School of Medicine
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-6-061101-1553
BR-6-1101

Descriptors: exceptional child research; speech handicapped; cleft palate; speech therapy; preschool programs; parent participation; language development; speech improvement; speech therapists; program evaluation; speech evaluation; articulation (speech); case studies (education)

To ascertain the efficacy of a program of language and speech stimulation for the preschool cleft palate child, a research and demonstration project was conducted using 137 subjects (ages 18 to 72 months) with defects involving the soft palate. Their language and speech skills were matched with those of a noncleft peer group revealing that the cleft group was significantly inferior in receptive and expressive language skills. The program consisted of stimulation in which the mother participated with the child for 1 hour each week; during the period the clinician worked directly with the child, counseled the mother and directed her participation, and observed the mother in language and speech stimulation. The results of the program indicated significantly better progress by those involved in the program, compared to a control group, in both language skills and speech skills. By the end of the program the children involved had skills commensurate with their chronological age. Appendixes and extensive tables of results are included. (JM

ABSTRACT 21950

EC 02 1950 ED 036 929
Publ. Date (68) 96p.
Handbook of Services.
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
EDRS mf,hc

Descriptors: exceptional child education; state programs; handicapped children; educational programs; special services; aurally handicapped; visually handicapped; speech handicapped; physically handicapped; special health problems; emotionally disturbed; mentally handicapped; learning disabilities; homebound children; special services; hearing conservation; speech therapy; teacher education; ancillary services; educational legislation; Wisconsin

Wisconsin's community centered medical and educational services for handicapped children are surveyed, including programs for defective hearing and/or defective vision, hearing conservation, and speech correction. Also reviewed are programs for crippled children (including cardiacs), emotionally disturbed and mentally retarded children, and children having learning disabilities or needing home instruction. Special supportive services include boarding home placement, medical social service, instructional materials consultant, and research and evaluation; general supportive services are teacher training institutions and teacher training, recruitment, and certification. Appendixes present state statute provisions on financing special programs; scholarships for handicapped students; federal legislative provisions for personnel preparation in the area of the handicapped; the Title VI-A, ESEA program; staff of the Division for Handicapped Children; and geographic areas of assignment. (JD)

ABSTRACT 21978

EC 02 1978 ED 034 909
Publ. Date Dec 69 175p.
Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs.
Council for Exceptional Children, Reston, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; curriculum; educational programs; early experience; visually handicapped; speech handicapped; speech therapy; cerebral palsy; sequential approach; preschool children; curriculum development; classroom observation techniques; student behavior; student evaluation; parent participation; cleft palate; conference reports

Thirteen papers on early childhood education are presented on the following topics: stimulation and cognitive development of infants and younger children, curriculum development for young handicapped children, a rationale for sequencing instructional activities for preschool handicapped children, observation of educational activities and children's behavior in a nursery school, materials and procedures for assessing cognitive development in preschool children, a preschool program for young cerebral palsied children, the British Infant School Program, the program of the Human Development Training Institute (San Diego), two papers on the young visually impaired dealing with age ranges from birth to 3 years, and 3 to 6 years, and a service for parents and visually handicapped preschoolers in a metropolitan area. Also included are discussions of a demonstration project of speech therapy for preschoolers with cleft palate and new techniques in speech therapy for young children. (RJ)

ABSTRACT 22190

EC 02 2190 ED 037 842
Publ. Date 68 14p.
Guides to Special Education in North Dakota. VIII, Setting Up Summer Speech Clinics.
North Dakota State Department of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; summer programs; speech clinics; program guides; speech therapy; parent education; community involvement; program planning; organization

Guidelines are given for establishing temporary (summer) speech clinics for areas not regularly serviced for speech therapy. Information is provided concerning possibilities for financing and administering the program, selection of caseload, staff and personnel, suggested equipment, responsibilities of the state department of special education, and a recommended clinic schedule. Criteria are listed for evaluating the program, and a budget is suggested. Approximately

one-half of the booklet is devoted to specimen clinical forms, letters, and records. (JB)

ABSTRACT 22201

EC 02 2201 ED 037 853
Publ. Date 69 109p.
Gross, F. P.; Fichter, George R.
Ohio School Speech and Hearing Therapy.
Ohio State Department of Education, Columbus, Division of Special Education

EDRS mf,hc

Descriptors: exceptional child education; speech therapy; hearing therapy; state programs; program descriptions; state departments of education; speech handicapped; aurally handicapped; hearing conservation; program administration; speech therapists; hearing therapists; speech instruction; program design; Ohio

The general status of Ohio's school program of speech and hearing therapy is described in terms of its historical perspective and past achievements, the present status of therapist employment, percentages of trained personnel provided by various universities, and suggestions for needed research. Information concerning program standards includes the areas of certification, state board of education program standards and related division policies, equipment and facilities, program organization, records and reports, sources of professional assistance, and an overview of the program within the school system. The hearing conservation program is summarized, and methods of audiometric evaluations are provided. (RD)

ABSTRACT 22436

EC 02 2436 ED 034 006
Publ. Date Dec 68 65p.
Ducker, Sam
Speech Therapy for Disadvantaged Pupils in Non-Public Schools. Evaluation of ESEA Title I Projects in New York City, 1967-68.
Center for Urban Education, New York, New York, Educational Research Comittee
New York City Board of Education, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; educationally disadvantaged; inservice teacher education; parent participation; parochial schools; private schools; speech evaluation; speech handicapped; speech improvement; speech therapy; program evaluation; Elementary and Secondary Education Act Title I; New York City

The New York City school district educational project was designed to provide speech therapy for educationally disadvantaged pupils with severely defective speech who were in attendance in nonpublic schools. The speech therapy was provided by 42 teachers for 7,385 children. Participants met for one-half hour in small therapy groups. The project ran from September 1967 to June 1968, with speech instruction beginning in October. The inservice training of the corrective speech teachers was useful and effective. Non-public school teachers, administrators, and parents were satisfactorily informed of and involved in the project. Those pupils whose records were examined in detail did show improvement in speech patterns, although the physical space in which the therapy was carried on was often inadequate and inappropriate. For a report on the 1966-67 project, see ED 026 756. (EM)

ABSTRACT 22887

EC 02 2887 ED 040 539
Publ. Date Jul 68 27p.
Coleman, Thomas; Langberg, George
An Automated and Programed Laboratory for Instruction in the Areas of Speech and Communication. Final Report.
Ossining Public Schools, New York
New York State Education Department, Albany, Division of Research
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; speech therapy; programed instruction; autoinstructional methods; program evaluation; public schools; articulation (speech); educational methods; exceptional child research

An experimental public school speech therapy program is described, which offers automated, programed instruction in sound production and auditory training. The experiment includes self teaching methods, as well as utilization of paraprofessional personnel under the supervision of a qualified speech therapist. Although the automated program was presented as a supplement to traditional speech therapy methods, an effort was made to evaluate its contribution to the accomplishment of therapy goals. Utilizing 28 subjects, the investigators compared articulation test scores of those who had received only traditional therapy with those who had received both traditional and automated therapy. Results indicated a significant improvement in articulation with those students who received combined treatment. Although the study was limited, it was felt that automated programing may represent an important instrumentality for accomplishing school therapy objectives. (JB)

ABSTRACT 23439

EC 02 3439 ED 041 409
Publ. Date 69 141p.
Speech Improvement and Language Development for Level Two.
Broward County Board of Public Instruction, Fort Lauderdale, Florida
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; oral communication; language development; speech improvement; program guides; speech therapy; articulation (speech); instructional materials; phonetics; elementary grades

The manual was prepared for use by the classroom teacher who has the opportunity daily to incorporate oral language activities into subject matter. The program is to cover a two year period (level I for 5 and 6 year olds and level II for 7 and 8 year olds). The lessons have been planned as a supplement to daily classroom instruction. Three major units are presented, placing emphasis on listening activities or speech and language development; discussing the speech helpers including the proper use of the articulators; and teaching the consonant sounds used in the English language. Lessons include the introduction of the sound, discrimination, group participation, and additional activities such as riddles and stories involving the sounds. (Author/GD)

ABSTRACT 23520

EC 02 3520 ED N.A.
Publ. Date 68 163p.
Adler, Sol
The Non-Verbal Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: exceptional child services; language handicapped; language development; child development; communication (thought transfer); etiology; therapy; clinical diagnosis; cognitive development; perception; concept formation

Intended for parents and unsophisticated students, the textbook is intended as a practical guide to the understanding of children with retarded language development. Specific therapeutic techniques used in habilitating non-verbal children are described. Specific topics covered are growth and development of communicative behavior, the brain mechanism and communicative behavior, symptoms of dysfunction (auditory, perceptual, conceptual, language, thought, motor) and their causes and testing for each dysfunction, differential diagnosis, and habilitation. Appendixes provide sample forms used to collect case history data and a case history and progress report on a nine year old minimally brain injured child. (MS)

ABSTRACT 23531

EC 02 3531 ED N.A.
Publ. Date May 70 6p.
Peins, Maryann and Others
A Tape-Recorded Therapy Method for Stutterers: A Case Report.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N2 P188-93 May 1970

Descriptors: exceptional child services; speech handicapped; stuttering; speech therapy; electronic equipment; tape recordings; case records

A case report is presented to demonstrate a method of self administered stuttering therapy which utilizes a tape recorder and is designed primarily for home use. The case described was 13 when first seen and was a severe stutterer, receiving a rating of 7 on the Scale for Rating Severity of Stuttering. After nine months of speech therapy he scored 4 on the Severity Scale. The home tape recorder therapy was then begun on a daily basis. The eight therapy steps including masking the auditory feedback

and shadowing are described. Five months later, his severity rating dropped to 2. Therapy was discontinued and after five more months he was rated as a very mild 1. He was enthusiastic about the recorder therapy and felt it contributed greatly to his improvement. If this technique is found successful after further controlled experimentation it could save the clinician much time, and lead to self administered therapy when stutterig therapy is not available. (GD)

ABSTRACT 30113

EC 03 0113 ED N.A.
Publ. Date 70 277p.
Egland, George O.
Speech and Language Problems: A Guide for the Classroom Teacher.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; language development; speech handicapped; articulation (speech); language handicapped; aurally handicapped; stuttering; speech therapy; teacher role; speech improvement

Speech and language and their normal development are explained for the classroom teacher and the teacher's role as a member of the speech therapy team is defined. Language and speech problems are discussed along with problems of speech output in the classroom. Advice is given the teacher on how to help children with problems of articulation, language, nonfluency, and hearing. Methods for analysis, prevention, and prevention of these problems in everyday classrooms are suggested. (JD)

ABSTRACT 30208

EC 03 0208 ED N.A.
Publ. Date 67 562p.
Johnson, Wendell and Others
Speech Handicapped School Children.

EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($8.50).

Descriptors: speech handicaps; articulation (speech); voice disorders; stuttering; speech therapy; retarded speech development; cleft palate; cerebral palsy; aurally handicapped

Intended for introductory courses in speech pathology or education of speech handicapped children, the book deals with four basic concerns: the kinds of speech disorders found in school age children, factors that are frequently related to such disorders, the role of the classroom teacher, and the basic diagnostic and remedial approaches of speech specialists. Disorders of voice and articulation, stuttering, retarded speech development, and speech in cleft palate, cerebral palsy, and impaired hearing are described. Remedial speech programs in public schools are considered. Appendixes list projects for students, suggested term paper topics, class demonstrations of problems, agencies and organizations, and basic features of articulation; the estimation of natural pitch level and a letter to a mother concerned about stuttering are also included. (RJ)

ABSTRACT 30629

EC 03 0629 ED 044 864
Publ. Date 70 76p.
Stowell, L. James and Others
A Guide for Speech Therapy.
Cooperative Educational Service Agency 5, Elmwood, Wisconsin
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-594149-70

Descriptors: exceptional child services; speech handicapped; speech therapy; program guides; program descriptions; guidelines; speech handicaps; Wisconsin

The handbook is designed as a guide to the school speech therapy programs within the Cooperative Educational Service Agency 5 in Wisconsin. A general philosophy of speech therapy is presented, the professional responsibilities of the speech clinician outlined, and professional associations described. The responsibilities of the administration to the speech therapy program, and of the classroom teacher to the speech clinician and the program, are set forth. The organization of the program is sketched, and the communication disorders found in the schools discussed. Samples of forms used by the clinicians are included. Listed are the necessary facilities and equipment for an adequate program, in addition to diagnostic and language tests, and publishing companies which are sources for diagnostic materials, therapy, and equipment. (KW)

ABSTRACT 30975

EC 03 0975 ED N.A.
Publ. Date 70 128p.
Longacre, J. J.
Cleft Palate Deformation: Causation and Prevention.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.75).

Descriptors: exceptional child services; physically handicapped; cleft palate; medical treatment; medical research; medical case histories; etiology; dental health; medical evaluation; prevention; physical development; speech handicaps

Clinical material is presented from a controlled 21-year longitudinal study at the Cleft Palate Clinic at Children's Hospital in Cincinnati designed to determine the effect of timing of cleft palate repair on facial growth and deformations and on dental crippling. More than 500 cases were operated on by the same surgeon using the same technique. The variable was the timing of the cleft palate repair. Findings showed minimal deformations in the cases of repairs done after 4 years of age, but many deformations in the cases repaired at the normal age of 18 months. The program resulting from cooperation among oral surgeon, orthodontist, speech therapist, and reconstructive surgeon emphasizes prevention of facial and dental deformation. Evaluation of speech revealed no statistical difference between the two groups. Included are chapters on embryology and causes of cleft palate, the growth and development of the maxilla, the effect of bone grafting on palatal defects, early orthodontic care, and the surgical management of deformations following early cleft palate repair, and the prevention of deformation. Numerous photographs document cases of cleft palate repair. (KW)

ABSTRACT 31062

EC 03 1062 ED N.A.
Publ. Date Dec 70 6p.
Alpiner, Jerome G. and Others
The Utilization of Supportive Personnel in Speech Correction in the Public Schools: A Pilot Project.
EDRS not available
ASHA; V12 N12 P599-604 Dec 1970

Descriptors: exceptional child research; speech handicaps; nonprofessional personnel; speech therapists; administrator attitudes; program evaluation; project applications

A pilot project on the use of aides to assist speech clinicians in public schools is reviewed. The training program, activities performed by aides and evaluation of the aides are described. Conclusions drawn by the speech clinicians and school administration are outlined. (CD)

ABSTRACT 31256

EC 03 1256 ED 046 172
Publ. Date Sep 70 236p.
Vails, Lavolia W. and Others
ESEA Title III Special Education Projects: Fiscal Year 1970. Final Evaluation Report.
District of Columbia Public Schools, Washington, D. C.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; educational programs; program evaluation; aphasia; rubella; trainable mentally handicapped; emotionally disturbed; multiply handicapped; deaf blind; mentally handicapped; District of Columbia; Elementary and Secondary Education Act Title III

Five experimental programs in the District of Columbia, which were implemented in 1968-69 and have served 116 handicapped children, are evaluated. The programs provided individualized instruction for aphasic, rubella, severely mentally retarded, seriously emotionally handicapped, and multiply handicapped children. A summary and a consultant's detailed evaluation of each program are included. The extent to which programs met their objectives, strengths and weaknesses, successes and failures are examined, and recommendations offered. Descriptive statistical data is included. Programs concentrated upon the development of linguistic and conceptual ability for aphasics, behavior modification principles in the emotionally handicapped program, the training of adaptive behaviors for the mentally retarded, and com-

prehensive education for the multiply handicapped deaf and the rubella children. (KW)

ABSTRACT 31296

EC 03 1296 ED N.A.
Publ. Date 71 3p.
Lloyd, Mike
Say It Right and They Will Too.
EDRS not available
American Education: V7 N1 P5-7 Jan-Feb 1971

Descriptors: early childhood education; speech handicaps; preschool education; language development; speech skills; language learning levels; parent education; parent counseling; parent child relationship; program descriptions

The article describes a methodology developed (for a developmental language and speech program) to help prevent learned speech disorders, by helping parents teach their preschool children how to talk. Parent counseling as a integral part of the training program is stressed. Repetition of words and attention to what the child is saying are parts of the technique to be used by the parents. (CD)

ABSTRACT 31438

EC 03 1438 ED N.A.
Publ. Date Jan 71 4p.
Bergman, Moe; Reichstein, Jerome
Special Reports: Speech Pathology and Audiology in Israel.
EDRS not available
ASHA: V13 N1 P9-12 Jan 1971

Descriptors: exceptional child services; aurally handicapped; speech handicapped; speech pathology; audiology; foreign countries; professional education; services; educational programs; Israel

The brief recent history and current state of speech pathology and audiology in Israel are summarized. The discussion covers the national organization for speech and hearing professionals, the new training program established at the School for Communication Disorders at the Tel-Aviv University Medical School, speech and hearing services in Israel, and education and training programs for the deaf, aphasic, and children with other communicative disorders. (KW)

ABSTRACT 31738

EC 03 1738 ED 047 469
Publ. Date 70 46p.
A Handbook for Administrators: A Guide for Speech and Hearing Programs.
Tennessee State Department of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child serices; speech handicapped; aurally handicapped; state standards; school services; guidelines; admiistration; program planning; speech clinics; Tennessee

Guidelines for establishing and developing programs for speech and hearing impaired children are presented. The information is intended to be of value in planning, developing, administering, and evaluating programs in Tennessee public schools. Part 1, for administrators, outlines standards and other information related to the following aspects of speech and hearing programs: types of positions, approval of schools, employment standards, specialist certification, program initiation, administration, and roles of involved personnel and of the State Department of Education. Part 2, a guide for speech and hearing specialists, covers such topics as identification and eligibility of children, determination of case load, scheduling, grouping, and coordination time. Part 3 describes and lists offices of ancillary agencies--the Tennessee Department of Public Health, and hearing and speech centers. Information is also provided on the Tennessee School for the Deaf. (KW)

ABSTRACT 32323

EC 03 2323 ED N.A.
Publ. Date 70 116p.
Anderson, Elwood G.
Therapy for Young Stutterers: The Kopp Method.
EDRS not available
Wayne State University Press, 5980 Cass Street, Detroit, Michigan 48202 ($5.95).

Descriptors: exceptional child education; speech handicapped; stuttering; psychomotor skills; speech therapy; early childhood education; Kopp Method

Designed for speech therapists, teachers, andparents, the handbook outlines a therapy for the treatment of stuttering based on the Kopp Method. The therapy is geared to the level of the preschool and early elementary school child and based on the theory that stuttering can be treated successfully by retraining individuals to use normal speech patterns. The method synthesizes psychomotor functions to eliminate spasmophemic conditions. Remedial procedures are described in the treatment areas of respiration, phonation, resonation, articulation, and cerebration. (CD)

ABSTRACT 32860

EC 03 2860 ED 052 402
Publ. Date Apr 71 106p.
Exceptional Children Conference Papers:Deaf-Blind, Language, and Behavior Problems.
Council for Exceptional Children, Reston, VAIRGINIA
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; deaf blind; language handicapped; aurally handicapped; language programs; multiply handicapped; program descriptions; early childhood education; parents; conference reports; Illinois

Five of the nine papers in the compilation concern aurally handicapped and deaf-blind children. Described are a home training and nursery program in a public school setting for hearing impaired children aged 18 months to 4 1/2 years, problems and progress in the Illinois state plan for hearing impaired children, and new trends in deaf-blind education, particularly area centers for serving the deaf-blind. Parents of deaf-blind children and several avenues for productive study in the evaluation and education of deaf-blind children are also discussed. The remaining four papers treat language and behavior problems. Two focus upon characteristics and management of elective mutism in children, and the efficacy of operant conditioning in affecting the verbal behavior of young children with severe language disabilities. The other two describe a preventive approach to speech and language delay used with socioeconomically disadvantaged preschool children (a high-risk population), and a cooperative summer language and behavioral program entitled Repleb (Reinforcing Purposeful Language and Behavior) for 5 to 8-year-old mentally retarded children. (For other CEC convention papers, see EC 032 854-EC 032 859, EC 032 861.) (KW)

ABSTRACT 33047

EC 03 3047 ED N.A.
Publ. Date 70 87p.
Alpiner, Jerome G.
Speech and Hearing Disorders in Children.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.80).

Descriptors: exceptional child services; aurally handicapped; speech handicapped; articulation (speech); stuttering; voice disorders; language handicapped; retarded speech development; speech therapy; services; counseling; therapy

Intending to provide nontechnical information on more frequently seen disorders of speech and hearing in young persons between the ages of 5 and 21, the monogrph allows the reader to achieve a broad understanding of communication disorders. Communication processes and problems, speech disorders, hearing disorders, and counseling and vocational planning are discussed. Introductory comments on communication processes and problems are designed to help those who come into contact with the speech and/or hearing impaired child by creating an awareness of communication difficulties, along with an understanding of the manifestation of the problems. The nature, symptoms, and possible remediation of the following speech disorders are examined: articulation problems, stuttering problems, voice disorders, delayed speech and language, and cerebral palsy. Covered in the discussion of hearing disorders are: the hearing mechaniem; disorders of hearing such as conductive, sensori-neural, and psychological; measurement of hearing disorders; and aural rehabilitation. Finally, counseling and vocational planning areexplored in terms of teamwork and coordination, classroom teacher, parental role, medical

help, and school counselor role in counseling both students and parents. (CB)

ABSTRACT 40006

EC 04 0006 ED N.A.
Publ. Date Sep 71 4p.
Dubner, Harriet W.
A Program for Language Development of Emotionally Disturbed Nonverbal Children.
EDRS not available
Rehabilitation Literature: V32 N9 P266-8, 288 Sep 1971

Descriptors: exceptional child education; emotionally disturbed; retarded speech development; language development; program descriptions; socialization; language instruction

The Forum School in Waldwick, New Jersey, is a day school for seriously emotionally disturbed children which gears ite educative therapeutic program to foster language development and, concomitantly, socialization. It is explained that the language development program is based on the expectancy of normal behavior and development. In the program, intensive stimulation parallels and exaggerates the type of stimulation to which normal children respond, particularly during the early phase of language learning. The disturbed child is taught to listen and respond, taught to become aware of his body and identity, trained in perceptual-motor skills, and encouraged to verbalize at every opportunity. Stressed are the importance of a structured routine school day and of a trusting teacher-student relationship. Verbal communication has been found to develop as an outgrowth of the socialization of the child. (KW)

ABSTRACT 40060

EC 04 0060 ED 055 374
Publ. Date 71 164p.
Title III ESEA--Evaluation Special Education. Final Report.
District of Columbia Public Schools, Washington, D. C.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; program evaluation; demonstration projects; program descriptions; aphasia; multiply handicapped; emotionally disturbed; trainable mentally handicapped; mentally handicapped; District of Columbia

Presented are evaluation reports on four special education programs in the District of Columbia Public Schools: a daily program for the development of linguistic and conceptual ability in 12 aphasic children, emphasizing language reception and expression; a complete instructional program for some 18 multiply handicapped, hearing impaired rubella children ages 4-9 years; a program based on principles of behavior modification and called DILE (Designed Individualized Learning Environment) for 35 seriously emotionally disturbed or socially maladjusted children; and a program focusing on the training of adaptive behaviors in 38 severely mentally retarded children. Evaluation techniques included observation of behavioral changes, performance measures, analysis of diagnostic tests, anecdotal and cumulative records, and interviews or reports from social workers, psychiatrists, parents, teachers, principals, and project directors. A summary and a consultant's detailed systematic evaluation are given for each project. Consultants examine extent to which projects meet objectives, strengths and weaknesses, and successes and failures of projects. Recommendations and some statistical data are included. (KW)

ABSTRACT 40148

EC 04 0148 ED 055 384
Publ. Date 71 44p.
Ashmore, Lear
Speech and Hearing Services in Exemplary Early Childhood Education Centers.
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-531306-(031)

Descriptors: exceptional child education; language handicapped; early childhood education; program descriptions; team teaching; learning disabilities; communication problems; speech therapists; speech therapy

Described is a projected program involving team teaching for speech clinician and classroom teacher to meet needs of children with communication problems in early childhood education centers. It is explained that the speech clinician will be present in the regular classroom for a given period of time to implement diagnosing and remediation of communication disorders of children. Speech improvement structure is described as modified block or intensive cycle scheduling plan, with speech development and speech modification theory added to regular curriculum. Implementation and advantages of the combined program from viewpoints of training coordinator, teacher, speech clinician, children, and parents are then presented. Advantages for training coordinator discussed are program and curriculum planning, scheduling, equipment and materials, staff training, and parent information. Advantage for classroom teacher is said to be in the team effort to meet children's needs. The speech clinician's main advantage is explained as being a part of the children's everyday experience. The children are thought to benefit from having no separation out of those having communication disorders, while parents are said to benefit by improved speech performance of their children. (CB)

ABSTRACT 40266

EC 04 0266 ED N.A.
Publ. Date 71 238p.
Falk, Mervyn L., Ed.
A Cleft Palate Team Addresses the Speech Clinician.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($11.25)

Descriptors: exceptional child services; speech handicapped; cleft palate; state programs; medical treatment; speech therapy; emotional adjustment; physicians; professional personnel; dental health; Michigan; surgical treatment

Ten chapters written in a conversational tone are addressed to school speech clinicians and concern services for and treatment of cleft palate children, with particular emphasis on the organization of services in the state of Michigan. Anthony R. Ceresko's discussion of the role of public health in Michigan covers the organization and programs of the Division of Services to Crippled Children and the Bureau of Maternal and Child Health and related state legislation. The role of a state speech and hearing consultant in cleft palate management is defined by Carol Barbeito, William G. McEvitt covers plastic surgery, while Ned I. Chalat describes otolaryngologic problems and their management. A formalized therapy format for school speech correction is presented by Mervyn L. Falk. Attention is also given to psychiatric considerations concerning both the cleft palate child and his parents, by Joseph Fischoff; to the pediatrician's role in cleft palate management, by Robert Chesky; to dental and prosthetic management, by K.W. Sproule and E.P. Hawthorne; to the orthodontist's role in the treatment of both cleft lip and palate, by J. Hilliard Hicks; and to the role of medical social work, by Judith Bensky. (KW)

ABSTRACT 41366

EC 04 1366 ED N.A.
Publ. Date 72 456p.
Van Riper, Charles
Speech Correction; Principles and Methods. Fifth Edition.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.95).

Descriptors: speech pathology; speech handicaps; aurally handicapped; speech therapy; textbooks; language development; articulation (speech); stuttering; voice disorders

The introductory speech pathology text presents basic information on the various speech and hearing disorders. Case history material and accounts of therapy illustrate the discussion. topics covered include the emotional aspects and the effects of a speech or hearing disorder, types of speech disorders, the development of speech, delayed speech and language, specific voice disorders, disorders of articulation, stuttering, the organic disorders of speech, types of hearing problems, and speech pathology as a profession. References at the end of each chapter are accompanied by questions to be used as guides in exploring the literature. (KW)

ABSTRACT 41628

EC 04 1628 ED N.A.
Publ. Date Apr 72 2p.
Van Kirk, Barbara

Operant Therapy Programs for Stuttering Conducted in a Rehabilitation Center.
Rehabilitation Literature: V33 N4 P107-8 Apr 1972

Descriptors: speech handicapped; stuttering; speech therapy; operant conditioning; program descriptions

Described is a clinical program in which operant conditioning procedures are applied to stuttering therapy. Fluent speech is rewarded and stuttering is discouraged for specified periods of time and speaking conditions. Time and situational variables are gradually increased in amount and complexity. Explained are the three phases of stuttering therapy: establishment, transfer, and maintenance. Some data are presented on the first 18 persons (ages 4-60 years) to complete the fluency program. An average of 14.3 hours of therapy were required to complete the establishment and transfer phases, demonstrating the efficiency of the fluency programs in terms of clinical time. The 18 subjects have been operating as normally fluent speakers for 2-20 months after the completion of transfer. Maintenance checks are carried out periodically. The only breakdown in fluency occurred in the case of an 8-year-old boy who had maintained fluency for 6 months, but after being recycled through a 1-month home program he again began using the fluent pattern and has maintained it for 3 months. (KW)

ABSTRACT 41843

EC 04 1843 ED N.A.
Publ. Date May 72 7p.
Shearer, William M.
Diagnosis and Treatment of Voice Disorders in School Children.
EDRS not available
Journal of Speech and Hearing Disorders: V37 N2 P215-21 May 1972

Descriptors: exceptional child services; speech handicapped; voice disorders; clinical diagnosis; speech evaluation; program descriptions; speech therapists

Described is a diagnostic program for children with voice disorders established at Northern Illinois University at the request of local speech clinicians. The diagnostic team, meeting four times a year, consisted of a speech pathologist, a laryngologist, and a school psychologist, with the clinic providing audiological services. Referring school clinicians accompanied the children through the diagnostic procedure and conferred with team members at the various stations. Vocal nodules were found in 57% of the children, most of whom had been referred because of hoarseness. The evaluation procedure and therapy recommendations are discussed in detail. The clinicians expressed an increased confidence in dealing with voice problems and tended to include voice disorders more readily in their regular case loads.

ABSTRACT 41933

EC 04 1933 ED 062 736
Publ. Date 72 91p.
Exceptional Children Conference Papers: Problems of Auditory, Visual, and Speech Impairments.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972).

Descriptors: exceptional child research; handicapped children; aurally handicapped; visually handicapped; language development; stuttering; nonstandard dialects; auditory perception; sequential learning; sensory integration; conference reports

The collection of eight conference papers on problems of auditory, visual, and speech handicaps begins with a review of what is known about deaf-blind children and early development. Following papers are devoted to spontaneous vocalization and babbling in aurally handicapped infants, psychological synergism (an approach to consideration of problems of the hearing handicapped retarded), prediction of recovery from stuttering, and print reading for visually impaired children. The final three papers report studies investigating auditory discrimination performance as a function of nonstandard dialect, visual sequential memory in good and poor readers, and auditory-visual integration. (KW)

ABSTRACT 41936

EC 04 1936 ED 062 739
Publ. Date 72 112p.
Exceptional Children Conference Papers: Learning and Language Disabilities.
Council for Exceptional Children, Reston, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972).

Descriptors: exceptional child research; learning disabilities; language handicapped; conference reports; identification; inservice teacher education; teaching methods; spelling; program descriptions

The ten conference papers on learning and language disabilities begin with discussions of staff development procedures for teachers of language handicapped children, methods of instructional intervention for such children, and the comparative utility of the limited, intensive, and comprehensive methods of identification and evaluation of language handicapped students. Research reported concerns the elimination of isolate behavior of a girl in a learning disability class, the contributions of perceptual and conceptual skill training to ability to discriminate and reproduce geometric form, use of distributive practices to modify spelling performance, and the electroencephalogram as a predictor of intellective and academic performance. Additional papers discuss behavioral aspects of learning disabilities and recent developments in the education of learning disabled adolescents. (KW)

ABSTRACT 42577

EC 04 2577 ED 064 843
Publ. Date (72) 27p.
Pedrini, Bonnie C.; Pedrini, D. T.
Stuttering: Overview in Outline Form, Etiology and Therapy, Conditioning Approaches to Treatment.
Nebraska University, Omaha
EDRS mf,hc

Descriptors: exceptional child education; stuttering; speech therapy; etiology; theories; speech handicapped; behavior change

Stuttering is explained to be a time and rhythm speech disorder. The overview in outline form on stuttering notes the nature of the disorder, primary and secondary types, incidence, age of onset, stutterer's profile, intelligence, psychological traits, physiological traits, sociological traits, predisposing conditions, precipitating conditions, perpetuating conditions, and history. Theoretical examination of the etiology of stuttering notes that traditional theories of stuttering have differed primarily in the inferences concerning the nature of the causal factor. The theories are categorized and briefly discussed in groups of physical or neurological, psychological, and physiogenic and psychogenic etiologies. Discussion of therapy notes that various and sundry methods have been used in treatment of stuttering, ranging from methods that focus upon treatment of the symptom to methods dealing with the stutterer alone. Examination of conditioning approaches to treatment points out that conditioning or learning approaches emphasize that stuttering is a speech disturbance that could happen to anyone. A variety of conditioning theories are briefly noted. (CB)

ABSTRACT 42669

EC 04 2669 ED N.A.
Publ. Date 72 19p.
Black, Martha E.
Speech Therapy in the Public Schools.
Bobbs-Merrill Company, 4300 West 62nd Street, Indianapolis, Indiana 46268

Descriptors: exceptional child education; speech handicapped; speech therapy; public schools; guidelines; clinical diagnosis; educational programs; program design

The pamphlet describes the status of speech therapy in the public schools and provides guidelines for programs which integrate clinical therapy with the educational process. In particular, the author discusses the organization of clinical programs, procedures for selecting pupils for therapy, case loads and therapy schedules, equipment, the planning and content of therapy, utilization of supportive personnel and the importance of progress reports and case histories. (GW)

ABSTRACT 42929

EC 04 2929 ED N.A.
Publ. Date Spr 72 16p.
Meichenbaum, Donald H.; Turk, Lorraine

Implications of Research on Disadvantaged Children and Cognitive-Training Programs for Educational Television; Ways of Improving Sesame Street.
EDRS not available
Journal of Special Education; V6 N1 P27-42 Spr 1972

Descriptors: exceptional child research; disadvantaged youth; cognitive development; language handicapped; economically disadvantaged; culturally disadvantaged; research reviews (publications); educational programs; educational television; Sesame Street

Selected research was reviewed on disadvantaged children and cognitive training programs for educational television, with special focus on the television program Sesame Street, its content, format, and style in light of developmental research. A variety of research approaches suggested that disadvantaged children share a similar pattern of characteristics and profile of deficits. Evidence for a performance rather than a learning deficit in disadvantaged children was reported to come from investigators who indicated the situational specificity of the disadvantaged child's inadequate verbal and cognitive repertoires. An examination of the familial environment of disadvantaged children was said to help explain these well-documented deficits. Maternal teaching behavior was also reviewed. Evidence concerning the importance of the contribution of language growth to social class differences in intellectual performance was provided. The disadvantaged child was found to manifest motivational and attitudinal differences from more socially advantaged children. The most effective cognitive training programs were found to emphasize language and strategy development: self-initiated comprehension of tasks, spontaneous production of mediators, and use of such mediators to control nonverbal behaviors. It was suggested that the Sesame Street format minimally overcomes the deficiencies of language and rarely models ways to comprehend a task to spontaneously produce mediators and strategies, and to use such mediators to control nonverbal and interpersonal behaviors. Two additional criticisms leveled at Sesame Street were that the children watching the program learn in a passive, effortless fashion in contrast to children who learn through active mental and physical manipulation of learning materials. Also, the program was thought to ignore noncognitive aspects of behavior.

ABSTRACT 50405

EC 05 0405 ED 070 232
Publ. Date Jun 72 80p.
Webster, Ronald L.
An Operant Response Shaping Program for the Establishment of Fluency in Stutterers. Final Report.
Hollins College, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-2718(607)

Descriptors: exceptional child research; stuttering; speech therapy; behavior change; reinforcement; speech handicapped; program descriptions; computer programs; rating scales; word frequency; followup studies; operant conditioning

Reported was a 3 week fluency shaping program in which 56 stutterers (aged 8 to 59 years) were each assisted by a single speech therapist through the following program stages: very slow speech; vowels; consonant initiated syllables; one, two, and three syllable words; short, self generated sentences; spontaneous speech; and transfer. Ss also worked with a computer system which monitored speech sound characteristics and provided feedback on the accuracy of responses. Each S was described in terms of sex, age, previous treatment indication, and stuttering frequency prior to program participation. Reported were significant pre- and post-treatment differences in Ss on measures of disfluent word frequencies. A newly derived objective index of stuttering severity was said to correlate significantly with global ratings of severity made by a speech pathologist. Post-treatment measures on the Perceptions of Stuttering Inventory made on the average of 4 months after the program were found to be significantly lower than the pre-treatment measures. Followup data collected 2 years after the program showed that significant gains in speech fluency had been retained for seven out of 10 Ss. (Author/GW)

ABSTRACT 50475

EC 05 0475 ED N.A.
Publ. Date Oct 72 2p.
Happ, F. William; Lyon, Susan
Communicative Skills for Trainables.
EDRS not available
Mental Retardation; V10 N5 P38-9 Oct 1972

Descriptors: exceptional child education; trainable mentally handicapped; communication skills; speech therapy; group therapy; mentally handicapped; program descriptions; educational programs; interpersonal competence

Discussed is a program in which trainable mentally retarded children were grouped according to similarity of communicative functions and directed in activities intended to promote peer interaction and to develop leadership abilities. The goal of the program is said to have been the application of skills acquired in speech therapy sessions to variant situations of interpersonal exchange and group activities. The importance of cooperation among speech clinicians, teachers, and parents is emphasized. (GW)

ABSTRACT 50501

EC 05 0501 ED 070 234
Publ. Date 30 Jun 71 74p.
Shames, George H.; Egolf, Donald B.
Experimental Therapy for School-Age Children and Their Parents. Final Report.
Pittsburgh University, Pa.
Office of Education (DHEW), Washington, D. C. Bureau of Research
EDRS mf,hc
OEG-0-8-080080-3525

Descriptors: exceptional child research; stuttering; speech therapy; parent child relationship; parent role; speech handicapped; children; adolescents; classification; verbal communication; program development; educational programs

Reported were the development and testing of a therapy program for stutterers which aimed at involving parents in the treatment process. The experimental therapy program was developed and applied to a group of 13 parent child dyads whose interaction patterns were analyzed in an attempt to identify factors pertinent to the child's stuttering. Therapeutic strategies were developed on the basis of observed parent maintenance of stuttering behaviors. Children were found to generalize their increased fluency, acquired with a therapist, to their respective parents. Positive changes in parental verbal behavior were observed. The feasibility of employing the therapy program in a school setting was tested with 13 children. The program was found to be successful in managing stuttering and feasible from the viewpoint of school administrators. Categorization of parent child interactions into 35 thematic content categories was thought to provide crucial information relating to possible maintenance factors of stuttering. It was found that parents of stutterers consistently yielded more negative profiles on the basis of the categories than did parents of nonstutterers. (Author/GW)

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